BUCKLANDS BEACH
INTERMEDIATE SCHOOL

Assessment Policy

"The teacher's job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning."

Dylan Wiliam (2011)

Last Review	2023
Next Review	2024

<u>**Purpose:**</u>
The purpose of this document is to clarify teachers' understanding of the assessment process within our school setting. It is a constantly evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, administrators and board members. It is directly linked to our mission statement: *To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

A school's assessment policy "is not a static document but one that is constantly evolving to reflect the assessment needs of the school." **Making the PYP Happen (2009)**

<u>**Curriculum and Student Achievement Policy**</u>
The board of Bucklands Beach Intermediate fosters student achievement by providing teaching and learning programmes which meet the expectations and incorporate the vision, values, key competencies, essential learning areas, and principles expressed in The New Zealand Curriculum and the International Baccalaureate Primary Years Programme.

The board, through the principal and staff:
- develops and implements teaching and learning programmes that:
  - contribute to the inclusive culture of the school
  - provide all students with opportunities to achieve success in all areas of the national curriculum, including the revised technology curriculum
  - give priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
  - give priority to regular, quality physical activity that develops movement skills for all students
- evaluates the progress and achievement of students, through the analysis of good quality assessment information, giving priority to:
  - student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
  - the breadth and depth of learning related to the needs, abilities, and interests of students; the nature of the school's curriculum; and the scope of the national curriculum (as expressed in The New Zealand Curriculum and the International Baccalaureate Primary Years Programme)
- identifies students, and groups of students, through the analysis of good quality assessment information, who:
  - are not progressing and/or achieving, or are at risk of this
  - need learning support (including gifted students)
- develops and implements teaching and learning strategies to address the needs of students identified above, and any aspects of the curriculum that require particular attention

- develops plans and targets for improving the progress and achievement of Māori students – these are made in consultation with the school's Māori community and are made known to the school community
- provides appropriate career education and guidance for all students in years 7 and 8.

(Bucklands Beach Intermediate School Doc Policies and Procedures)

Documentation and Self-Review Policy

The board of Bucklands Beach Intermediate, with the principal and teaching staff:

- develops the charter/strategic plan as its major policy statement and the guiding document for the school. The charter/strategic plan is updated each year and provided to the Ministry of Education
- reports to students and their parents on the progress and achievement of individual students:
  - on the basis of good quality assessment information
  - in plain language, in writing, at least twice a year
  - across the National Curriculum, as expressed in The New Zealand Curriculum and the International Baccalaureate Primary Years Programme, including in literacy and numeracy and/or te reo matatini and pāngarau.
- reports to the school community, without identifying individual students, on the progress and achievement of students as a whole and in groups, on the basis of good quality assessment information, including the achievement of Māori students in relation to the plans and targets developed in consultation with our Māori community.
- maintains a comprehensive programme of self-review, and ongoing cyclical internal evaluation and inquiry, including:
  - plans and programmes
  - evaluation of student progress and achievement information, based on good quality assessment information
  - self-review and board assurances
  - a triennial review of policies and procedures
  - special reviews triggered by emerging issues and unforeseen events.
- provides an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter/strategic plan. This is provided to the Ministry of Education at the same time as the updated school charter/strategic plan.
- conducts an annual review of board performance, which considers the annual report, ERO report, the board roles and responsibilities, and any relevant matters.

(Bucklands Beach Intermediate School Doc Policies and Procedures)

Student Achievement Information

The purpose of assessment is to improve student learning outcomes and the quality of our teaching programmes. Assessment informs our strategic planning. It enables us to provide feedback on individual performance to students and parents, and to report on schoolwide achievement to the board, parents, community, and Ministry of Education.

The school fosters student achievement by providing inclusive teaching and learning programmes, and opportunities to achieve success in all areas of the national curriculum.

We collect information about individual student performance through formal and informal tests and assessments, and regularly report to students and parents/caregivers on student achievement and progress.

Assessment results are compared and analysed for student and school achievement goals and targets. We maintain assessment records on our student management system. Teachers maintain individual student achievement files.

We have internal procedures in place to monitor, moderate, and review our assessment practices and delivery of teaching programmes.

(Bucklands Beach Intermediate School Doc Policies and Procedures)

Philosophy of Assessment

At Bucklands Beach Intermediate we believe assessment is integral to all teaching and learning. Assessment is used to communicate to students and parents areas of strength and needed growth through various types of authentic assessment. For teachers, regular assessments help gather information needed to adjust instruction or to provide extension. BBI focuses classroom time on instruction with formative assessment interwoven, and summative assessment at the end of major concepts or skills. Differentiated assessment is provided to accommodate the different learning styles of students.

Assessment in the Classroom

Forms of assessment within individual classrooms include both formative and summative instruments and are tailored to meet different modalities and individual needs. At BBI we gathered mostly formative assessments to drive our teaching and learning within the classroom. Guided by expert Dylan Wiliam's *formative assessment* approach to gain an understanding of learning to provide feedback and feedforward for students as well as his philosophy about using formative assessment in schools.

Throughout the year, we use a range of assessments that are listed below, but are not limited to:

Diagnostic assessment:
Understanding of a student's prior knowledge should drive the instruction within the classroom. For example, at BBI, a simple pre-assessment is given before each of the major concepts taught within our mathematics program. In that way, teachers can determine whether the student is working at their expected curriculum level and content may be adjusted to teach foundational elements that might be missing.

Diagnostic assessment may be undertaken through:
- Oral discussion
- KWL charts (or similar graphic organisers)

- Provocations
- Quizzes
- Pre-assessments

Formative assessment:
Formative assessments are interwoven within each unit of inquiry. Diagnostic assessment is considered a form of formative assessment and will determine a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Formative assessment is a part of the learning process and is used to provide timely feedback to master necessary skills and conceptual understanding.

Formative assessment may be undertaken through:
- Student reflections (written and oral)
- Anecdotal notes
- Graphic organisers
- Think/pair/share discussions
- Exit slips
- Quizzes

Summative assessment:
Summative assessments are given to gauge the student's progress in major concepts or areas of instruction. It can assess several elements simultaneously, informs and leads to improvement to student learning and the teaching process, measures understanding of the central idea, and prompts students towards student driven action.

Summative assessment may be undertaken through:
- Synthesis of information
- Application of knowledge
- Unit/teacher-designed tests
- Individual/group presentations
- Schoolwide standardised assessment (PAT, asTTle)
- Exhibition (Y8)

Self-assessment and Reflection:
Opportunities for self-assessment and reflection are given on a regular basis in classrooms, particularly as a part of the unit of inquiry planners.

Assessment and the Programme of Inquiry
Assessment through the units of inquiry revolves around both formative and summative assessment. Common formative assessment tasks are developed by each whānau to assess student learning related to the lines of inquiry. These tasks, particularly the summative itself, are not necessarily complex activities, but simple assessments to answer the question, "does the student understand the concepts within the central idea?" These can include simple

question and answer formats, oral responses, graphic organisers, and at times presentations. They also can be modified to address specific student abilities and/or individual needs. Teachers work in teams to decide the criteria needed to determine the student's knowledge of the concept, then devise a task for students to do, as well as a tool for evaluation. This often includes a type of rubric that can be used in advance by students to understand the criteria and can be used to assess and give a type of "grade" or anecdotal summary.

PYP Essential Elements
The following are assessed throughout the teaching and learning programme.
1. Knowledge and skills
2. Understanding of concepts
3. Development of approaches to learning

The Exhibition
The exhibition is the culminating project for the IB Primary Years Programme. It requires students to synthesise their knowledge and understanding and to apply it in a self-directed inquiry. The exhibition provides an authentic summative assessment of the Primary Years Programme and is applicable for Year 8 students only.

Assessment Strategies and Tools
At BBI the assessment strategies and tools used are (but not limited to):

Assessment Strategies	*Assessment Tools*
Observations Performance Assessments Process-focused Assessments Selected Response Open-ended tasks	Rubrics Exemplars Checklists Anecdotal Records Continuums

Strategies:
Observations: Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
Performance assessment: Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.
Process-focused assessment: Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding or working towards the expectations.
Open-ended tasks: Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram or a solution.

Tools:
Rubrics: an established set of criteria for rating students in specific areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and how to rate that work on a predetermined scale. At BBI the specific language gradient is: *Emerging > Developing > Achieving > Extending.*

<u>Exemplars:</u> samples of students' work that serve as a standard at which other samples are judged.

<u>Checklists:</u> are lists of information, data, attributes or elements that should be present in students' work or performance.

<u>Anecdotal Records:</u> brief, written notes based on observations of students.

<u>Continuums:</u> visual representations of developmental stages of learning that show progression of achievement or where students are in the learning process.

<u>BBI Reflective Journal:</u> students set termly goals and reflect on their progress, learning journey through the six transdisciplinary themes.

<u>Toddle Portfolio:</u> photos, reflections, videos and evidence of understanding as well as in the moment learning shared with students, staff and whānau.

School Wide Assessment

Each year, as decided by the curriculum leaders in consultation with senior leadership, school wide assessments are scheduled.

The school wide assessment for 2024 is as follows;

<u>Mathematics</u>

Beginning of year	Mid-year	End of year
· P.A.T. Test		· P.A.T. Adaptive Test
Ongoing throughout the year: ● BBI Number Diagnostic (Recommended for the beginning to Term 1) ● Basic Facts & Numeracy Certificate (part of a regular classroom programme ongoing all year) ● LOMAS (Termly) ● BBI Diagnostics (as outlined in the Mathematics Overview)		

<u>English</u>

Beginning of year	Mid year	End of year
· P.A.T. reading comp Test 4 or 5 · P.A.T. listening Part 4 or 5 · e-asTTle Adaptive Reading test	· STAR Reading · *e-asTTle Adaptive Reading test (Optional)*	· P.A.T reading comp test 4 or 5 · e-asTTle Adaptive Reading test
· e-asTTle writing assessment	· e-asTTle writing assessment	· e-asTTle writing assessment

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Assessment records

At BBI, teachers have the option to keep assessment records in a physical folder or in an online folder. The purpose of this is to monitor student achievement in a clear and easy to follow format. There are minimum requirements that must be met to ensure consistency across the school; these are as follows:

- Class description
- Reading, Writing, Mathematics, and Social Science requires two assessments per term.
- Science and Health/PE require one assessment per term.

- Oral Language, The Arts, and Languages require two assessments per year.

Reporting

The primary function of reporting student progress is to establish, encourage and maintain communication between the home and school, the child and parent/ guardian, and the learner and teacher.

BBI issues **three** written reports each year:
- Interim report: At the conclusion of term one. This indicates teachers initial thoughts on student wellbeing, strengths and areas for development.
- Midyear report: At the commencement of term three. This is a comprehensive review of student progress across all curriculum areas and units of inquiry.
- End of year report: At the conclusion of term four. This is a summative review of student progress across all curriculum areas, and for year eight students - Exhibition.

Conferences

The purpose of conferences during each school year is to ensure both parents (and/or caregivers), teachers, and students work together to make sure each student is making positive progress during their two years at BBI.

BBI has **three** conferences scheduled each year:
- Meet the Teacher evening: This provides parents with an opportunity to meet their child's teacher and understand more about life at BBI and how the focus of class programmes best supports their child's learning.
- Three-way conference: Students, teachers and parents meet together to discuss the learning journey of the student and set goals for the year.
- Student-led conference: Students prepare a thirty minute conference and are taught skills in how to lead, demonstrate, model and explain their learning and next steps.

Assessment Review

This document is to be reviewed **annually** by all key stakeholders in Bucklands Beach Intermediate.

<u>Appendix 1:</u>
Suggested time frame for data and reporting

<u>Testing</u>	*<u>Term/Week</u>*	<u>Actions</u>
Beginning of the year	T1 – Week 2/3	- School-wide testing for baseline evidence. - Anecdotal notes gathered and organised. - Specific diagnostic testing undertaken.
	T1 – Week 4	- Catch-up testing for students who missed specific school-wide testing.
	T1 – Week 5	- Class description completed in assessment file. - All school-wide data entered into relevant SMS.
	T1 – Week 6	- Curriculum leaders to meet to discuss data. Final decision on priority/target areas made.
	T1 – Week 11	- Interim report issued. - Three-way conference.
Middle of the year	T2 – Week 7/8	- Mid Year school-wide testing.
	T2 – Week 9	- All school-wide data entered into relevant SMS. - Analysis of data by curriculum leaders.
	T3 – Week 1	- Mid Year reports completed and shared with Team Leaders.
	T3 – Week 2	- Mid Year reports issued.
	T3 – Week 2	- Student Led Conferences
End of the Year	T4 – Week 2/3	- End of Year summative testing.
	T4 – Week 5	- All school-wide data entered into relevant SMS. - Analysis of data by curriculum leaders.
	T4 – Week 8	- End of Year reports completed and shared with Team Leaders.
	T4 – Week 9/10	- Prizegiving. - End of Year reports issued.